

DOCUMENT RESUME

ED 265 113

SP 026 871

AUTHOR West, B. Bradley
TITLE The State of the Profession: International Field/Student Teaching Experiences in Undergraduate Teacher Preparation. Images for the Near Future.
SPONS AGENCY American Association of Colleges for Teacher Education, Washington, D.C.
PUB DATE 85
NOTE 31p.; Paper commissioned by the American Association of Colleges for Teacher Education for the Guidelines for International Teacher Education Project. For related documents, see SP 026 860-872 and SP 026 874.
PUB TYPE Reports - Descriptive (141) -- Viewpoints (120)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Cultural Background; *Field Experience Programs; Global Approach; Higher Education; *International Education; *International Educational Exchange; *Preservice Teacher Education; *Student Teaching; Study Abroad

ABSTRACT

The importance of orientation programs for international student teachers is discussed in this paper. It is pointed out that schools of education should organize predeparture orientation programs, both for teaching and for cultural understanding, that emphasize five areas: (1) personal awareness and behaviors; (2) the host country and its cultural imperatives and expectations; (3) purposes in going to the host country; (4) definition of goals and educational aims; and (5) the issue of willingness to make the effort to meet the objectives, enter the country with sensitivity, and participate on terms acceptable to the hosts and the setting of standards of performance and behavior. A list of 100 United States teacher preparation institutions that conduct or participate in international teaching programs, with the countries where student teachers have been placed, and a set of brief descriptions of 9 overseas teaching programs conducted by American universities are appended. (JD)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

This paper is prepared as a working document
for the
GUIDELINES FOR INTERNATIONAL TEACHER EDUCATION
PROJECT OF AACTE

THE STATE OF THE PROFESSION:
INTERNATIONAL FIELD/STUDENT TEACHING EXPERIENCES
IN UNDERGRADUATE TEACHER PREPARATION

Images For The Near Future

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☒ This document has been reproduced as
received from the person or organization
originating it.
☐ Minor changes have been made to improve
reproduction quality.

* Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

D. Imig

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

This paper is prepared as a working document
for the
GUIDELINES FOR INTERNATIONAL TEACHER EDUCATION
PROJECT OF AACTE

THE STATE OF THE PROFESSION:
INTERNATIONAL FIELD/STUDENT TEACHING EXPERIENCES
IN UNDERGRADUATE TEACHER PREPARATION

Images For The Near Future

B. Bradley West, Ph.D.
Assistant Dean
School of Education
Youngstown State University
Youngstown, Ohio 44555

June, 1985

ACKNOWLEDGMENT

Many colleagues, most of whom are experienced in the conduct of international field experiences and student teaching, assisted in the development of this paper by their insightful review comments and suggestions. I am especially grateful to the following who gave freely of their time and wisdom:

Dr. Howard Freeberg
Moorhead State University
Moorhead, Minnesota

Prof. dr. Paul Roest
The University of Leiden
Leiden, The Netherlands

Dr. Ray Sunderland
Kutztown University
Kutztown, Pennsylvania

Dr. Donald Fostvedt
Lock Haven University
Lock Haven, Pennsylvania

Dr. Henry Kennedy
Michigan State University
East Lansing, Michigan

Dr. Henrietta Barnes
Michigan State University
East Lansing, Michigan

Dr. Willis Griffin
University of Kentucky
Lexington, Kentucky

Dr. Robert Roth
Performance Learning Systems
Emerson, New Jersey

Dr. Ross Korsgaard
University of Wisconsin
River Falls, Wisconsin

Dr. Larry Wills
Bowling Green State University
Bowling Green, Ohio

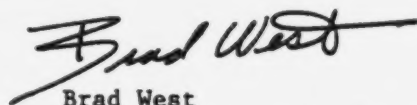
Dr. James Johnson
Northern Illinois University
DeKalb, Illinois

Dr. Robbie Johnson
Eastern Michigan University
Ypsilanti, Michigan

Dr. Donna Cole
Wittenberg University
Springfield, Ohio

Dr. John F. Jacobs
Central Michigan University
Mt. Pleasant, Michigan

Dr. Fred Baker
University of California, Irvine
Irvine, California



Brad West
Youngstown State University
Youngstown, Ohio

June, 1985

1 "Educational theory is one thing, because
2 you can continue to go to class. But you
3 don't have the experience. When you get
4 into another country, it's a different
5 story. You're interacting with the kids
6 in a different culture; you learn first-
7 hand, and that's the most valuable thing."

8 Former Overseas Student Teacher
9 1983

10 Introduction and Assumptions

11 In 1983, the I.C.E.T. and A.A.C.T.E. issued a joint statement, A Global
12 Perspective For Teacher Education (1). The statement's aim provided a vision
13 for teacher education that transcends national and cultural differences; a
14 vision that stresses internationalization as a trend in teacher education.
15 The aim is the elimination of cultural barriers, the meeting of people all
16 over the world, the establishment of a world-wide educational dialogue and
17 significant contributions to the preparation of the next generation that
18 will be still more international than ours. The slogan, ONE WORLD OR NONE
19 supports the notion that, "All humanity is a single species, on a single
20 planet, sharing a common future. To mold this common future is today's
21 educational imperative" (2).

22 Ralph Tyler, the well known U.S. educator, says that you can tell you
23 are being educated if your options are increasing, and the reverse is happen-
24 ing if they are decreasing. Similarly, a society can tell if the options for
25 its members are increasing. It is extraordinary for a society as mature as
26 the United States to be growing - at least by this measure - so vigorously.
27 One has only to think about the Soviet Bloc countries in these terms to see
28 how lively we are by comparison. Likewise, schools of education can tell if
29 they are growing if the options for its students are increasing. As John
30 Naisbitt writes in his popular book Megatrends (3), much of the multioption
31 nature within the United States is addressed to a need for self-expression
32 and individuality, even in educational arenas.

Our nation exists as one cell in a grid of interdependent cultural, economic and political forces. Henry Kissinger put it this way:

"We are wired together so tightly that a short circuit could fry us all." (4)

In accordance with a one world viewpoint, we need to conceptualize a new international model for teacher education based on cooperation, new attitudes, new values and a new vision of the future. It implies that prospective teachers study methods, materials, and cultures for learning how to teach international, intercultural, and interpersonal understanding and tolerance. The international teacher is one who can think, reflect, and teach globally, whether at home or abroad.

"Thinking globally" means developing attitudes and values, both personally and professionally, toward:

- | | |
|---|---|
| <u>A Perspective Consciousness</u> | an awareness that ones view of the world is not universally held; multicultural viewpoints are added to classroom instruction; |
| <u>A State Of Planet Awareness</u> | an awareness and knowledge of prevailing world conditions and developments; |
| <u>A Cross-Cultural Knowledge</u> | an awareness and knowledge through comparison of diversity of cultures, ideas and practices found in the world; |
| <u>A Sense Of Global Dynamics</u> | an awareness and knowledge of how the world's systems work, their interdependence and shared concerns; history, traditions, values and beliefs are explored for their impact on other cultures and evolutionary time; |
| <u>An Awareness Of Ethical Issues In The Global Sense</u> | a knowledge of ethical problems that arise from increased ability to sense, predict and manipulate world conditions. (5) |

In Redesign Of Teacher Education For The Twenty First Century: International Perspectives On The Preparation Of Educational Personnel, a 1983 publication of the International Council on Education For Teaching, Paul and David Masoner present a set of comprehensive guidelines that are essential in redesigning programs for preparing professional educators. And the authors emphasize global priorities:

"All who are involved in a redesign of teacher education must make certain that institutions engaged...show commitment to international education. Also, those whom they prepare should have the the will..."

1 Global perspectives that should permeate all aspects of a teacher
2 education program require: (1) responsive and informed administration capable
3 of instituting programs for global education;
4 (2) the inclusion of issues of interdependence, com-
5 petition, cooperation, and the interrelatedness
6 of world problems in the general, special and
7 professional studies components;
8 (3) students to develop intercultural communication
9 skills including learning other languages,
10 learning to assess cultural, political
11 economic and educational issues from a global
12 perspective; students to clarify conflicting
13 or differing values inherent in international
14 affairs and to formulate plans for teaching
15 a global perspective with a multidisciplinary
16 and multilinguistic approach;
17 (4) faculty development and evaluation policies that
18 assess the ability of faculty to teach from a
19 global perspective and allows research and
20 sabbatical opportunities for enhancing this
21 ability;
22 (5) a continual review system of progress in achiev-
23 ing global education goals. (7)

24 Successful and enduring international study programs meet the above
25 requirements and have been highly regarded in the liberal arts for many years.
26 A few United States institutions even require all their undergraduate students
27 to have a term, semester or year abroad. These international experiences are
28 field experiences integrated into an academic program; that is, international
29 experiential education. While professional schools of education are currently
30 providing more and more field experiences in undergraduate curricula than
31 ever before, the curricula generally do not provide for an international di-
32 mension, much less international field experiences.

33 There are several ways in which an international field experience can be
34 integrated into teacher education, including foreign study in the academic
35 field (especially foreign languages and social studies), required foreign
36 travel during a student's college career, pre/post student teaching and student
37 teaching field experiences in international schools, internships and other
38 options. Since student teaching occupies a central position in teacher

1 preparation and almost unilaterally required in all institutions, this paper
2 focuses on student teaching as one possibility for international field experience
3 in the undergraduate curriculum. Many of the administrative arrangements,
4 faculty commitments, and interinstitutional cooperative characteristics apply
5 to other international field experience arrangements. Therefore, specific goals
6 and objectives need only be modified to reflect the specific field experience
7 program being planned.

8 Student teaching exemplifies John Dewey's philosophy of learning from ex-
9 perience and of learning through experience. When you think of learning as doing,
10 and doing as learning, where is a better illustration than in student teaching?

11 Student teaching's foremost purpose is to provide a planned, carefully
12 supervised learning experience which allows the student teacher to demonstrate
13 resourcefulness as a teacher in a real school setting. This means besides the
14 opportunity to demonstrate proficiency, student teaching is highly individualized
15 instruction for any one student teacher. Student teaching seems suited, at least
16 structurally and time-wise, to the goals of internationalizing teacher preparation.
17 But caution is advised. The issues and concerns or learning traps (8) surrounding
18 experiential education may easily be compounded by combining the demands and
19 objectives of student teaching with international dimensions.

20 For example, student teachers can become quickly overwhelmed by the con-
21 flicting demands of learning and working in a real school. Lacking the direction
22 that comes from syllabi, assignments and examinations, student teachers can
23 sometimes find themselves incapable of deciding what to do and how to learn on
24 their own. After years of individualized, relatively structured learning,
25 competition in academic achievement, they experience stress adapting to the
26 more complex interpersonal dynamics of a school. Student teachers miss the
27 continuous feedback that comes through academic evaluation and grading, can
28 become mired in self-doubt, wondering if they are doing a good job or even the
29 right job. Not only has the structure of learning changed for the student
30 teacher, an international environment presents an additional new set of

1 challenges. International student teaching field experience is not for all
2 student teachers, but designed especially for those who are determined to go
3 beyond what is normally expected; to identify with the unique characteristics
4 of an overseas school in a unique cultural setting. While a pre-student teaching
5 internationalized curriculum will help students acquire an inquiring mind,
6 student teachers need help to ask questions, interpret their observations and
7 relate them to their teaching behavior; student teachers need help in relating
8 their past experiences and personal values with those of their pupils, and
9 families with different experiences and values. Otherwise, student teachers
10 may never be able to explain why they do what they do nor to explain behavior
11 differences among people of other cultures and nations. With careful preparation
12 and supervision, student teachers can learn to avoid the pitfalls inherent in
13 experiential learning and achieve a degree of growth, development and under-
14 standing commensurate with the objectives of an internationalized teacher
15 preparation curriculum.

16 Internationalizing teacher preparation calls for a respect and recognition
17 of the diversity in programs that exists among institutions. Since most states
18 are currently involved in some form of teacher certification standards revision,
19 institutions should examine closely their commitments and curriculum in teacher
20 education to internationalize the student teaching field experience. The
21 thought of student teaching overseas is not so important by itself, but only
22 as it is derived from a total curriculum commitment to global education.

23 This paper assumes such an institutional commitment as should be evidenced
24 by allocation of time, energy and budget, and a motivation to promote and
25 encourage internationalizing the preparation program. This paper also assumes
26 that overseas field experiences are as critical to the internationalizing
27 of undergraduate teacher preparation as state-side field experiences are to
28 all teacher education programs. It is assumed, too, that the quality of the
29 overseas field experience is not compromised by an assignment to an international
30 school, but that quality teaching experiences and supervision will be maintained

1 even while the international dimension is provided.

2 In the very large context of educational globalization, we will look
3 at what is already being done in international student teaching field ex-
4 periences, and recommend that these educational possibilities should be
5 expanded, researched and reorganized in terms of the fundamental ideas of
6 internationalizing teacher preparation.

7 International Student Teaching: The Milieu

8 During the last two decades, articles have appeared in the literature
9 describing a program, or some aspect of conducting student teaching overseas.
10 At national and regional professional association meetings, the topic emerged
11 periodically among interested individuals, but there was no nationally
12 recognized group specifically concerned with the international dimension in
13 student teaching. And until recently, there were no data available to
14 determine the national extent of, or interest in, providing opportunities for
15 international student teaching.

16 In 1980, a small group of teacher educators petitioned the Association
17 of Teacher Educators (A.T.E.) to create a Council For Intercultural Teacher
18 Education and the Association adopted the following resolution:

19 "BE IT RESOLVED...that the Association of Teacher Educators create
20 the Council For Intercultural Teacher Education to
21 serve as a clearinghouse of information on inter-
22 cultural professional field experiences and to
23 promote the study, development, dimensions and
24 researching of programs through interinstitutional
25 cooperation." (9)

26 Shortly thereafter, the Council began a nationwide survey of teacher
27 preparation institutions to determine who conducts/participates in inter-
28 cultural programs. Of the 1,000 institutions surveyed, the Council received
29 615 replies which reported that in the 1978-1980 period, 100 institutions
30 sponsored about 1,000 student teachers in some 55 foreign countries (See
31 Appendix I). Of the 615 replies, 415 indicated no current overseas student
32 teaching opportunities but a desire to learn more while 100 replies indicated

1 no interest in learning more or participating in overseas programs (10). The
2 survey also gathered data on program calendar, years in operation, placements
3 made and some of the conditions and structure of each experience.

4 The survey revealed a variety of arrangements for overseas student
5 teaching and that there was no common formula in the profession for conducting
6 the experience. Structure was unique to each situation and reflected
7 the needs/desires of individual faculties, administrations and student bodies.
8 A study of what is illustrates that overseas student teaching structures
9 range from individual activities like occasional single placements to relatively
10 complex and continuous interinstitutional cooperative arrangements; and from
11 no specific student preparation/orientation to the integration of a global
12 perspective into preparatory courses culminating in overseas student teaching.

13 Analysis of the survey shows that overseas student teaching arrangements
14 can be classified according to criteria of (1) degree of continuousness;
15 (2) number of sponsoring institutions; (3) host school location(s) and (4)
16 provisions for faculty supervision of student teachers. Applying these
17 criteria to the programs reported in the survey, results in four rather distinct
18 models:

19 The first model is the rather informal placement of one or two student
20 teachers in an overseas school. Arrangements and contacts are made directly
21 between the institution and the overseas school administrator or master teacher.
22 Generally, it appears that these placements are made at the student teacher's
23 request and that the institution does not actively recruit or promote inter-
24 national assignments nor prepare the student in any specialized way. The
25 institution may send a faculty supervisor for an observational visit or two,
26 or perhaps the institution may delegate supervision entirely to the host
27 administrator or other qualified person. This model is characteristically
28 "non-continuous" in nature.

29 The second model that emerges from the survey is an institutionally

1 identified program that is continuous and made up of student teachers largely
2 from that institution although others may join the program from time to time.
3 Student teaching assignments tend to be in the same overseas school system
4 and are not widely separated geographically although some placements might
5 be in nearby schools. Supervision is generally provided by the institution
6 either through periodic visits to the country by a faculty supervisor or a
7 resident on-site supervisor. Examples of such programs are those at Bowling
8 Green State University, Kutztown University, Lock Haven University, Central
9 Michigan University and Northern Illinois University (see APPENDIX II).

10 The third model is a consortium or consortium-like structure which is
11 continuous, has its headquarters in an institution and offers coordinating
12 services to its state or regional members and perhaps other selected institutions.
13 A "headquarters" consortium institution tends to have many of its own students
14 in the program but readily accepts and manages the placement of student teachers
15 from its correspondent members. Student teaching stations may be concentrated
16 in particular systems/countries or widely dispersed. Supervision is generally
17 provided by headquarters faculty, faculty from consortium members or by qualified
18 on-site personnel. Examples of this model include the Student Teaching Abroad
19 Program, the Consortium For Overseas Student Teaching and the University of
20 Wisconsin Practice Teaching Program. These consortia and the institutional
21 programs mentioned above are described briefly in Appendix II.

22 In some cases, supervision in the aforementioned models may be provided
23 by faculty from a teacher preparation institution in the host country or area.

24 A fourth model is an overseas school system that has a resident student
25 teaching director employed by the school system that provides services to all
26 institutions that wish to place student teachers in their system. An example
27 is the American School of London Student Teachers Program.

28 In 1984, the A.T.E. Council for Intercultural Teacher Education began a
29 second survey to update its 1980 information. Early returns suggest that
30 while the number of overseas student teachers has decreased somewhat since 1980

the four basic models still exist. The A.T.E. Council is also aware of other international field programs that are not student teaching programs as such, but are significant international field experiences and are dramatic fulfillment of the N.C.A.T.E. Standard on Multicultural Education. One such program is the highly respected Study-Service Trimester Program at Goshen College in Indiana.

NCATE Standard 2.1.1. Multicultural
Education

The institution provides for multicultural education in its teacher education curricula, including both the general and professional studies components.

strange and unfamiliar setting so that they have something with which to compare what has become for many the confused, impersonal and possession-oriented life in suburban America. Through immersion in an environment of deprivation via the Study-Service Trimester, a student may re-examine the idea of life's purpose or perhaps look at it for the first time. If students get bitten by flies and mosquitoes, develop a rash, sweat in the heat, get dysentery, can't take a hot bath for seven weeks, learn to live with inconveniences, and yet are able to live and learn among the people of a new culture, they learn in a new way and gain a wider perspective -- about themselves, about others and about cultural differences.

Excerpt from a description of the Study-
Service Trimester Program at Goshen:

To understand contemporary American thought, one needs to consider the alternatives. The Study-Service Trimester, at its most effective, lets students have vivid, firsthand life experiences and confrontations in a

Goshen College, like most institutions that sponsor international field experiences, have developed instructional materials for students, field supervisors and in the case of student teaching, for cooperating teachers and college/university supervisors. These materials contain policy statements and procedures for all aspects of the international experience and are available from the A.T.E. Council (12.)

In summary, it is obvious that there is no single prescription for international arrangements for student teaching. Student teachers are placed in host country national schools, private American, International and parochial schools, and Department of Defense Schools. All student teachers are assigned to cooperating teachers and institutional supervision is provided in a variety of ways: a resident, full-time faculty supervisor, a resident designee appointed by the institution and/or periodic visits to the country by institutional faculty or designee. Structure is unique to each situation and evolves from individual faculty, administration and student body. These arrangements range

1 from occasional individual placements to relatively complex interinstitutional
2 cooperative consortia. Student preparation ranges from little or no specific
3 preparation to an integrated global awareness curriculum designed to prepare
4 the international student teacher. No matter which model is adopted, students
5 consistently report the experience was very worthwhile. They are "better"
6 persons because of it! Students who have traveled abroad report a sense of
7 individual smallness yet self-importance in relation to the world community.
8 Vivid enlightenment about prejudices and fixed ideas occurs. They experience
9 the world community and begin to re-examine America from a more informed and
10 perhaps objective viewpoint. One student teacher reported that for many,
11 student teaching abroad is a once in a lifetime opportunity. She put it this
12 way: "It was just the most exciting and challenging experience! I loved
13 every minute of it. I encourage all kids to beg, borrow, and steal
14 to go!"

15 A review of the literature and research on international field experiences
16 suggests that the following conclusions may be drawn:

- 17 1. that overseas student teaching, travel and study are, in themselves,
18 positive educational experiences:
19 "This is a world of people and it is these people I've come to know
20 over 10 bowls of tea in a teahouse, while playing basketball, while
21 teaching school, during trips to town and by asking questions for
22 answers I didn't have. I meet people confused by their past, questioning
23 the present and reaching for the future." D.G. Former student teacher.
- 24 2. that there needs to be clearly defined goals/objectives for international
25 student teaching;
- 26 3. that predeparture orientation is crucial as is orientation on arrival
27 overseas;
- 28 4. that the cultural learning process is important and should be given as
29 much emphasis in orientation as facts and information;
- 30 5. that personal learning skills, field learning techniques, observation
31 and communication skills need to be employed by student teachers as
32 conscious elements of their cultural learning process;
- 33 6. that personal, cultural, and emotional learning is as important as the
34 formal learning that takes place;
- 35 7. that institutions evaluate and credit student teachers for the growth
36 and development that does take place and

1 8. that a worthwhile program can be conducted and absorbed profitably
2 by student teachers without great expense through the use of locally
3 or regionally available resources, approaches and people:

4 "Our visit with the Dutch Immigrant Society and the Dutch
5 Consul in Grand Rapids was tops! I didn't like the thick
6 pea soup or the herring very much but then this is what
7 this is all about."

8 Former Overseas Student Teacher
9
10

11 International student teaching programs can combine a sound concrete
12 practice teaching experience with immersion in a different culture. Student
13 teachers come to grips with specific elements of cultural learning rather than
14 having abstract discussions of cultural adaptation. This is not unlike, and is
15 an extension of the theoretical foundations of student teaching itself.

16 In an address at the A.A.C.T.E. 1984 annual meeting, Dr. Charles Foust,
17 Dean of Professional and Applied Studies at Bemidji State University in Minnesota,
18 shared observations on international field experiences in his paper, Inter-
19 nationalizing Teacher Education and Teacher Educators. (13) He noted that
20 institutions are offering international student teaching opportunities in spite
21 of inadvertant obstacles placed in the way by state licensure boards, placement
22 officers and school hiring officials. He advises that experiences are best
23 started in English speaking countries, but more experienced and sophisticated
24 programs offer placements in other countries as well. Because of some skepticism
25 by faculty and others, it might be that the foreign experience may need to be
26 complemented by a supplementary domestic experience.

27 A strength of international student teaching is that it is an opportunity
28 to internationalize the faculty as well as students, since faculty can be
29 assigned supervision responsibilities in the host country. Faculty members can
30 visit host national schools, study teacher centers, examine host country ed-
31 ucational programs, meet foreign colleagues and educational authorities and
32 in general bring back invaluable understandings of other cultures, educational
33 systems and practices.

1 Foust notes that costs for operating these programs are not prohibitive.
2 Tuition helps cover most of the supervision cost and the airfare/personal travel
3 are the only major single expenses for students beyond that which would be
4 expected in regular student teaching. Some institutions have grants and
5 financial aid available for students to help cover costs.

6 The critical importance of faculty understanding and support of inter-
7 national efforts must be clearly understood. Programs rely on the positive
8 reception, support, development and cooperation of the faculty. This is the
9 most important aspect of all. None of what has been mentioned could have con-
10 tinued without the faculty making international education a priority in their
11 value system. Foust related the story of visiting England (with two faculty
12 members) to arrange for international field experiences:

13 " ...several at home faculty felt the money to finance
14 this "trip" might best be used to buy another computer.
15 Only when it was learned that the money had come from
16 an international grant and would not be available for
17 any other use was he (Dr. Foust) able to cut short a
18 minor faculty revolt."

19 Realistically, a certain resistance surfaces to international efforts
20 because of the perceived pressing need in our own local communities. The
21 thought goes, "resources had best be put to take care of the home folks."
22 A 1980 survey of 252 field directors in the United States (14) found that
23 providing for international student teaching ranked 20th out of 20 concerns.
24 A 1984 survey of 51 Ohio field experience directors yielded the same finding.
25 (15). But meeting the challenge of internationalizing teacher preparation
26 does not mean educating students apart from local, state or national imperatives.
27 Neither does it mean that expensive courses must be added or new international
28 experts be employed. It means finding new ways to deepen the understandings
29 of students and faculty to the interdependence of individuals, families and
30 nations on our globe. Fortunately, many of the ideas discussed previously offer
31 us many opportunities for enlarging faculty vision as well as for international-
32 izing the students' education.

What Ought To Be: Images For The Near Future.

Chris is a third year undergraduate student majoring in elementary education. He was born and raised in small-town Midwest and acquired an early interest in reading and language. He has already completed two years of spanish because of his interest in the culture, art, history and especially the guitar. He has participated in several cross-cultural awareness experiences in each of his educational foundations courses and several of his content courses. The college provides special activities such as a yearly international week on campus and maintains a special current bookshelf in the library devoted to international affairs. Foreign students on campus live in his dorm and he enjoys talking with them about their countries. Now Chris has read about the possibility of a field experience (student teaching perhaps) in Central America or Spain and he is excited about actually living in a spanish speaking country and really getting to know the people. The field experience officer at his college is familiar with this type of interest and can advise Chris on steps for making the experience happen. Chris is elated to think that his world is getting larger every day while the world is, in fact, getting smaller!

The point is, this type of enlarging experience can happen for more and more students. It can proceed smoothly, orderly and for many who complete such a program, very rewardingly.

1
2 While it is difficult to say specifically how any one institution might
3 proceed with plans for introducing an overseas student teaching program,
4 successful operations are more than likely if the following objectives are
5 adopted:

- 6 1. provide a program rationale which defines goals/objectives
7 and helps overcome resistances;
- 8 2. provide for a quality program which will contribute to the
9 future success and employability of teacher candidates from
10 the institution(s);
- 11 3. provide future teachers with the opportunity to travel and
12 live abroad so that they may widen their horizons by becoming
13 exposed to the culture and values of different people;
- 14 4. provide future teachers with a selection of international
15 locations from which to choose a location most appealing to them;
- 16 5. provide in-service training in international and experiential
17 education for university faculty in teacher education.

18 And if institutions join in sponsoring interinstitutional teacher education
19 programs, such as those now existing among institutions in the United Kingdom
20 and the Netherlands, Germany and the Netherlands, France and Germany, two
21 additional objectives become possible:

- 22 6. draw upon the best of the institutions' international programs
23 (if any) and use the combined expertise to develop new ones and
- 24 7. increase the number of interested students to sufficient levels
25 to justify cooperating teacher training programs and increase
26 the likelihood of high quality faculty supervision.

27 The rationale for suggesting that institutions cooperate in developing
28 international student teaching opportunities is as follows:

- 29 * International student teaching programs can be self-supporting
30 through interinstitutional cooperation. This improves the
31 economy of the operation by (a) increasing the population from
32 which students can be drawn to enhance the chances of filling
33 a wider variety of programs and (b) enabling each institution
34 to concentrate on offering a smaller number of excellent programs
35 while still having access to alternatives through other institutions.
- 36 * In order to operate a quality student teaching program abroad,
37 quality supervision is absolutely necessary. If future teachers
38 are to gain the most from their student teaching and international
39 experiences, each program director must have expertise in student
40 teaching supervision, and a broader base of such expertise would
41 be available from pooled interinstitutional resources. The
possibility of locating a college supervisor with knowledge of
host country would also be enhanced.

- 1 * International programs require advanced planning and paperwork
2 to handle such matters as housing, transport, orientation
3 programs, cooperating teacher training, etc. Greater efficiency,
4 economy and influence can be achieved by operating the program
5 through a central organization.

6 As institutions consider joint sponsorship for international field ex-
7 periences, the following guidelines, activities and policy statement could
8 constitute the interinstitutional operational procedures. A comprehensive
9 and detailed analysis of each of the following is available from the A.T.E.
10 Council in the document, Creating An Interinstitutional Consortium For Inter-
11 national Student Teaching (16).

- 12 1. Provide a definition of institutional membership qualifications,
13 with individual/institutional rights to participate in activities
14 and governance.
- 15 2. Create an advisory board consisting of one representative from
16 each institution which can potentially provide six or more
17 students each year to the international program(s). The
18 advisory board's responsibilities include,
19 (a) planning interinstitutional activities;
20 (b) recommending international program locations;
21 (c) developing a procedure for allocating student
22 teaching stations among member institutions;
23 (d) budgeting for each program.
- 24 3. Select an executive secretary or group director to assume
25 the following responsibilities:
26 (a) expediting student teacher placements;
27 (b) expediting travel arrangements;
28 (c) reporting to institutions on the work of their student
29 teachers;
30 (c) maintaining a program of public relations and information
31 dissemination.
- 32 4. Define the group responsibilities to be handled by the advisory
33 board. These might include:
34 (a) providing for student orientation (see Appendix III);
35 (b) providing for program evaluation and follow-up;
36 (c) enriching international education in member institutions;
37 (d) providing guidance in the selection of participating
38 students.
- 39 5. Determine enrollment procedures for participating students.
- 40 6. Determine procedures for selecting each program director/
41 faculty supervisor.
- 42 7. Determine services to be provided to the host school.

43 To aid in program evaluation and justification, international student
44 teaching programs can be analyzed by using three distinct conceptual elements:

(1) School related objectives, (2) Culture related objectives and (3) Travel related objectives (see TABLE I, below). Expectations in international student teaching are more than than accomplishment of usual student teaching objectives and mastery of fundamental teaching competencies. Program directors, in cooperation with the host school educational/cultural representative, must assume the responsibility of guiding the student teachers through these understandings. Without attention to all of most of the objectives in TABLE I, the student teacher may never succeed in an international setting and perhaps not as a teacher at all.

TABLE I

INTERNATIONAL STUDENT TEACHING: SCHOOL RELATED OBJECTIVES:

1. Student teachers will be guided in the identification of the educational strategies of the particular school in the host society.
2. Student teachers will be able to identify indigenous educational practices, policies and traditions and be able to evaluate these factors with respect to their own educational philosophy.
3. Student teachers will be able to identify host instructional practices and programs and relate these to other American school systems.
4. Student teachers will be guided in the indigenous experiences of teaching English as a second language (where appropriate) in a host national school.

INTERNATIONAL STUDENT TEACHING: CULTURE RELATED OBJECTIVES:

1. Student teachers will identify the existing social mores of the host community and respect them.
2. Student teachers will develop a working vocabulary and appropriate usage of common everyday words and phrases in the host community.
3. Student teachers will recognize the significance of social activities within the host community and participate in them.
4. Student teachers will become knowledgeable about the geographic and physical aspects of the host community/country through travel and focused observations.
5. Student teachers will become aware of the political, religious, economic and social structures within the host community.
6. Student teachers will respect and be assisted in adapting to the standard of living in the host community.

TABLE I continued on page 17.

TABLE I, Continued

INTERNATIONAL STUDENT TEACHING: TRAVEL RELATED OBJECTIVES:

1. Student teachers will become knowledgeable about arranging international travel through a variety of transport systems and gain insight into an important medium of international life.
2. Student teachers will be introduced to different life styles and identify new criteria by which to value their own life styles.
3. Student teachers will develop sensitivity to and understanding of other peoples perspectives on world affairs and the role of the United States in the world.
4. Student teachers will increase their knowledge of the United States through dialogue with host nationals, responding to questions about the United States and in reflecting on criticisms and compliments about the United States by citizens of other countries.
5. Students will mature as individuals and teachers as a result of meeting the various challenges and opportunities presented by the total experience of traveling and living abroad.

In summary, one can visualize that the "perfect model" for international field experiences includes an institutional or interinstitutional program characterized by long term commitment and continuity with a thoroughly integrated global awareness teacher preparation curriculum. The specific knowledge, skills, attitudes and values required for the international student teacher are clearly identified, communicated, taught and evaluated. Time, energy, organization and finances are committed to the endeavor. Faculty and administration both express enthusiastic support. Cooperating teachers and selected faculty are highly trained in skills of internationalizing student teachers and their classrooms. The program eventually explores a "mutuality" among countries in which foreign student teachers might find themselves student teaching in American schools.

Recommendations for Action:

Given institutional encouragement, it is possible for most qualified student teachers to student teach overseas if they desire. The low priority given to international field experiences by directors of field experiences suggests some appropriate steps at this time to create a climate for change. It is urged that the International Council On Education For Teaching, or a similar organization, consider action in four areas:

1 (1) Communication, (2) Support Services, (3) Data Collection and Publication
2 and (4) Pilot Project Sponsorship.

3 (1) Communication.

4 It seems that the first task should be for all teacher preparation in-
5 stitutions, probably deans and directors, to know of opportunities that currently
6 exist in international field placements and why. This could be done by pre-
7 paring a "fact sheet" or brochure in sufficient quantity for all deans and dir-
8 ectors. Second, deans and directors need to know how to take advantage of
9 the opportunities. Existing resources/programs allow an institution a relatively
10 modest and cautious entry into international student teaching; that is, the
11 occasional placement of a student teacher overseas. The "fact sheet" also
12 could provide information on how institutions could participate in existing
13 programs. And as institutions gain international experience, organizations
14 such as the A.T.E. Council for Intercultural Teacher Education can provide
15 materials, guidance and direction for developing strong institutional or inter-
16 institutional student teaching programs.

17 (2) Support Services.

18 It is recommended that the I.C.E.T. assemble a task force or team of
19 international field experience experts (including administrators and teachers
20 experienced with international student teaching programs) to provide con-
21 sultation, guidance and contacts for institutions seeking to develop inter-
22 national student teaching or other field experiences. This task force could
23 recommend institutional organization, procedures for determining locations,
24 selecting students, making initial contacts with institutions at home and
25 abroad, negotiating contracts, methods for announcing and publicizing the
26 program, cost analysis, methods of training cooperating teachers, program
27 evaluation criteria, follow-up procedures, etc. The team could provide guidance
28 on academic course/field experience integration and on a host of other concerns.
This team might also begin an intensive study of the European interinstitutional

1 teacher education programs such as exist between France and Germany, England
2 and The Netherlands and Germany/Netherlands.

3 It is recommended that the I.C.E.T. sponsor a series of regional meetings
4 of interested deans and directors and others with the task force. These
5 meetings could explore the proposals made in the What Ought To Be: Images For
6 The Near Future section and would provide a forum to foster the growth and
development of international field experiences.

7 (3) Data Collection and Publication.

8 The A.T.E. Council needs support in its efforts to gain additional in-
9 formation about international field experiences. Information needs to be
10 obtained on (1) existence of programs not currently known, (2) the structure
11 and operating details of the programs, and (3) a determination of the "readiness"
12 of institutions to participate in international field experiences. This com-
13 prehensive survey could be combined with the "fact sheet" effort mentioned
14 previously in Communications. This would also result in a thorough com-
15 pilation of current practices in international field experiences.

16 It would also be helpful to institutions, and to the goals of I.C.E.T.
17 to consider commissioning an annotated bibliography or major reference work
18 of international field experience literature that contains summations of
19 research, follow-up studies, reports and interviews. This could be made
20 available to all A.A.C.T.E. institutions and other interested professional
21 groups.

22 A comprehensive survey of overseas schools should be started as soon
23 as possible to determine each school's willingness and ability to participate
24 in international student teaching/field experiences. The resultant "resource
25 bank" of information would provide a wide variety of contacts for institutions.

26 Finally, another need is to determine the impact that the Consortium for
27 International Cooperation in Higher Education and other organizations can have
28 on efforts to internationalize education field experiences.

(4) Pilot Program Sponsorship.

Several institutions or interinstitutional consortia should be identified and provided with some financial and expert consultant personnel resources to develop new programming ideas and procedures for international field experiences. Those institutions that demonstrate a "readiness" would be most appropriate. These pilot programs can then report their actual costs, problems encountered, administrative needs and successes realized with student achievement in student teaching, culture and travel related competencies.

Through pilot program visibility, all academic institutions will become at least aware of international field experience possibilities. Outcomes would be reported and confidence would be strengthened that international field experience (student teaching) does prepare a competent teacher as well as make a contribution to world-wide understanding. Programs may be visited "first hand" through grants offered to faculty or administrators. The insights gained from "being there" are uniquely valuable for those who need to really understand the potential and feel the vitality in order to be effective in program development at home.

Follow-up studies of pilot international student teachers could report evaluations of program strengths and limitations and of personal employment characteristics, including whether the students continued teaching in an international location or remained state-side. The data collected from pilot programs could provide evidence concerning the quality of international student teaching programs when compared with the more traditional at home programs.

Conclusion

The education of teachers plays a role in the ultimate destiny of our globe. A global perspective in teacher education can no longer be considered an "additional objective" or a luxury. It is an imperative. And in the education of teachers, field experiences and student teaching are considered to be among the most powerful and influential shapers of behavior. International field experiences are designed for those who are determined to make a difference in the future of humanity.

APPENDIX 1

In 1980, the A.T.E. Council for Intercultural Teacher Education surveyed 1,000 teacher preparation institutions in the United States to determine which institutions participate in or conduct international student teaching programs. Of the 615 replies, 415 institutions indicated no international student teaching but a desire to learn more; 100 institutions indicated no desire to participate or learn more and the remaining 100 institutions, listed below, placed one or more student teachers in one or more of the countries listed below in the 1978-1980 period.

SPONSORING INSTITUTIONS

Adrian College	Iowa State Univ.	Stephens College
Alma College	Jamestown College	St. Benedict's Univ.
Appalachian State Univ.	Juniata College	St. Cloud State College
Auburn Univ.	Keene State College	St. John's Univ.
Bemidji State College	Knox College	St. Norbert College
Bethel College	Kutztown Univ.	St. Olaf College
Bloomsburg Univ.	Lock Haven Univ.	South West State Univ.
Boston College	Livingston Univ.	Syracuse Univ.
Boston Univ.	Luther College	Tennessee State Univ.
Bowie State College	Lyndon State College	Tufts Univ.
Bowling Green State Univ.	Macalester College	Troy State Univ.
Bucknell Univ.	Mankato State College	Univ. of Alabama
California State Univ.	Marquette Univ.	Univ. of Arkansas
Calvin College	Mars Hill College	Univ. of Connecticut
Central Connecticut State	Michigan State Univ.	Univ. of Georgia
Central Michigan Univ.	Middle Tennessee State Univ.	Univ. of Hawaii
Chatham College	Minot State College	Univ. of Iowa
College of William & Mary	Mississippi College for Women	Univ. of Kansas
Concordia College	Monmouth College	Univ. of Kentucky
Carson-Newman College	Montana State Univ.	Univ. of Maine
Dakota State College	Morehead State Univ. (KY)	Univ. of Minnesota
Eastern Illinois Univ.	Moorhead State Univ. (MN)	Univ. of Nebraska
Eastern Michigan Univ.	North Dakota State Univ.	Univ. of North Alabama
Eastern Mexico Univ.	Northern Illinois Univ.	Univ. of North Dakota
Eckert College	Northern Michigan Univ.	Univ. of Northern Colorado
Elmira College	Oakland Univ.	Univ. of Oregon
Emporia State Univ.	Old Dominion Univ.	Univ. of Pittsburgh
Florida State Univ.	Oral Roberts Univ.	Univ. of Southern Maine
Jacksonville State Univ.	Pennsylvania State Univ.	Univ. of Wisconsin-Campuses
Hamline Univ.	Radford Univ.	Valley City State College
Hope College	Salem State College	Western Michigan Univ.
Illinois State Univ.	South Dakota State Univ.	Whitman College
Indiana Univ.	Southern Illinois Univ.	Winona State College
Indiana State Univ.	State Univ. of New York	Wittenberg Univ.
		Worcester State College

COUNTRIES

Australia	Columbia	Greece	Kuwait	Scotland
Austria	Costa Rica	Guatemala	Lebanon	Sierra Leone
Argentina	Cyprus	Haiti	Liberia	Spain
Bahamas	Denmark	India	Mexico	Sweden
Belgium	Dominican Republic	Iran	Netherlands	Switzerland
Belize	E. Caroline Island	Ireland	New Zealand	Taiwan
Bolivia	Ecuador	Israel	Norway	Uruguay
Brazil	El Salvador	Italy	Peru	Venezuela
Canada	England	Jamaica	Puerto Rico	Wales
Ceylon	France	Japan	Saudi Arabia	West Germany
Chile	Ghana	Korea	Santa Domingo	Zaire

APPENDIX 11

STUDENT TEACHING ABROAD

Dr. Howard Freeberg, Director
MOORHEAD STATE UNIVERSITY
MOORHEAD, MINNESOTA 56560

The Student Teaching Abroad program is a functioning example of a single campus coordinated cooperative endeavor involving public and private higher education institutions working

in conjunction with many schools in many countries. The program was initiated in 1969 by the Department of Education at Moorhead State University to offer future teachers the opportunity of student teaching in a foreign country. It is open to all student teachers of the Minnesota State University system under common market enrollment and to others via cooperative arrangements with their home institutions.

Most participants are assigned to independent international schools with English as the language of instruction, but some with special language qualifications are assigned to host national schools where instruction is not in English. Others are assigned to public schools in a foreign country where English is the language of instruction. An effort is made to place the students in geographical areas that will especially enhance and enrich their academic backgrounds, serve their special interests, and expand their cultural horizons.

As of 1985, more than 1,000 students have participated from 52 institutions in 49 different countries. The students are almost equally divided between elementary and secondary teaching fields and the most selected foreign countries include England, Spain, Switzerland, West Germany, Austria, Norway, Canada, Denmark and France.

OVERSEAS PRACTICE TEACHING PROGRAM
Dr. Ross Korsgaard, Director
UNIVERSITY OF WISCONSIN, RIVER FALLS
RIVER FALLS, WISCONSIN 54022

The University of Wisconsin River Falls Overseas Practice Teaching Program, began in 1969, places student teachers mainly in Australia, England/Wales, Ireland, New Zealand and Scotland.

Placements are made only in host national schools or arranged on a limited basis in parts of the United States and Canada which offer distinct cultural differences from the student's home setting.

Students enrolled in any Wisconsin college or university are eligible to participate providing they have the approval of their campus director of student teaching. Dr. Korsgaard uses the same procedure to place student teachers from campuses outside Wisconsin but through the Foundation For International Education. Students register and pay fees at their local or home campus. Placement and supervision is coordinated by River Falls campus and the program is operated continuously throughout the academic year.

Since 1969, over 500 students from 15 institutions have participated in the Overseas Practice Teaching Program.

CENTRAL MICHIGAN UNIVERSITY
Dept. of Teacher Education
and Professional Development
Coll. of Educ., Health & Human Serv.
MT. PLEASANT, MICHIGAN 48858

Central Michigan University began its International student teaching program in England in 1974, alternating annually between Southampton and Winchester. Between 25 and 50 students participate each Fall. Students are selected on the

basis of academic achievement, written recommendation of faculty, and a personal interview. Cost to students has recently been about \$200.00 in addition to expenses. Supervision is by a faculty member from C.M.U. A series of seminars is held for participating students the semester prior to going to England.

APPENDIX II, Continued

STUDENT TEACHING ABROAD

Dr. Ray Sunderland
KUTZTOWN UNIVERSITY
KUTZTOWN, PENNSYLVANIA 19530

Since 1974, Student Teaching Abroad at Kutztown University has placed over 90 student teachers for eight week assignments primarily in England although placements are

also made in American schools in Spain, Germany, Pakistan, Venezuela and Bolivia. In England, Kutztown worked cooperatively with the Eaton Hall College of Education in Nottinghamshire until its closing in 1980, and now works with Crewe + Alsager College of Higher Education in Stoke-On-Trent in Staffordshire. The College of St. Mark and St. John has since been added to the program. In 1978, arrangements were made with the American School of London Student Teachers Program to place Kutztown student teachers in library science and art education.

THE CONSORTIUM FOR OVERSEAS STUDENT TEACHING

Dr. Everett T. Keach, Director
UNIVERSITY OF GEORGIA
COLLEGE OF EDUCATION
ATHENS, GEORGIA 30602

Since its inception in 1973, the Consortium for Overseas Student Teaching (COST) has sent more than 315 college seniors overseas to fulfill their student teaching requirements in American sponsored schools. Originally, students were

placed only in Latin America and the Caribbean but COST has expanded so that a student teacher might be placed in England or other locations. In England and other English speaking countries student teachers are placed in host national schools. At present, the COST member institutions are Asbury College, Middle Tennessee State University, University of Alabama, University of Evansville, University of Georgia, University of Kentucky, University of Louisville and the University of Mississippi for Women. COST student teachers enroll for student teaching at their home institutions. A fee is paid to COST for processing and placing a student and to enable COST to provide for appropriate supervision for all students. When feasible, COST sends faculty from the U.S. to visit the student teachers overseas. When this cannot be done, arrangements are made by the COST program director for someone at the local level to represent COST as the college supervisor.

OVERSEAS STUDENT TEACHING

Dr. Donald R. Fostvedt, Director
LOCK HAVEN UNIVERSITY
COLLEGE OF EDUCATION
LOCK HAVEN, PENNSYLVANIA 17745

As part of Lock Haven's "Mission in International Education," student teachers are placed in international schools in Ecuador, Germany, Austria, Belgium, and Spain. Additional placements are

made in Department of Defense schools in Germany and national schools of England and Australia. The program began in 1976 and in 1978 the presidents of the 14 Pennsylvania state colleges/universities held a conference to unify international efforts. Beginning with the academic year, 1978-1979, Lock Haven University accepted student teachers for overseas assignments from other colleges/universities. Since 1976 there have been approximately 250 students from private colleges/universities and most of what are now the 14 Pennsylvania state universities have participated in the program. For a period of two to three weeks each semester, a university supervisor is sent to Europe and another to Ecuador with the remaining supervision provided by qualified local personnel. In Australia and England, university supervision is done by local college/university personnel.

Currently, the program has 55 students going overseas to student teach during the 1984-1985 academic year.

APPENDIX II, Continued

NORTHERN ILLINOIS UNIVERSITY
International & Special Programs
Dr. Orville Jones
NORTHERN ILLINOIS UNIVERSITY
DEKALB, ILLINOIS 60115

Beginning in 1974, Northern Illinois University has conducted international student teaching programs in England and Costa Rica. Recently, an additional program is offered in Australia.

Although most of the students are enrolled at Northern Illinois, students in good standing at other regionally accredited institutions may apply and be admitted to the program(s) as a visiting student. Students participate in a Comparative Education course along with student teaching. As in other programs previously mentioned, and in those following, visiting students must meet admission requirements to the host institution, be of senior standing, eligible for student teaching and have written approval from their home institution.

BOWLING GREEN STATE UNIVERSITY
Dr. Larry Wills
BOWLING GREEN STATE UNIVERSITY
COLLEGE OF EDUCATION
BOWLING GREEN, OHIO 43403

Bowling Green has placed more than 120 student teachers in international assignments over the last decade, primarily in Brazil, Columbia, and Canada. In Brazil, placements are available in

elementary and secondary education in Our Lady Of Mercy School. Supervision is provided by the superintendent with assistance from the principal and all student teachers are evaluated in accord with policies established by Bowling Green. The Columbia program is located in Colegio Neuva Granada and supervision is provided by a designate of the superintendent. In Canada, supervision is provided by faculty from McGill University following Bowling Green's competency student teaching program.

AMERICAN SCHOOL OF LONDON
Student Teachers Program
2-8 Loudoun Road
LONDON, NW8 0PN ENGLAND

As the result of a pilot program involving 40+ student teachers in 1972-1973, the American School of London established a full time department of student teachers. A

full time director is responsible for seminars, lectures by specialists, workshops, observational visits and individualized plans for student teaching. Teaching practice is supervised by the most experienced teachers on the staff of the school. The director also conducts conferences, makes reports of progress and evaluation and maintains liaison with state-side department advisors and college supervisors. The director's responsibility also extends to the welfare of the students, especially with housing, culture adjustment, and emergencies. There is a \$200 program fee. Participants must be enrolled in an accredited U.S. teacher training institution and only 4th year, degree bound students are considered. Application procedure includes strong recommendation of referees, transcripts of grades and course credits and personal written statements. Final acceptance is subject to the relevant departmental and divisional faculties.

APPENDIX III

The Importance of Preparing the Student Teacher for an International Student Teaching Assignment.

Throughout this paper, mention has been made about the importance of orientation programs for international student teachers. Regardless of the program structure, student teacher success lies in carefully defined objectives and preparatory programs. Institutions should organize predeparture orientation programs, both for teaching and for cultural understanding. Besides a well defined competency approach to student teaching based on attitude identification, self-analysis and supervisory evaluations, international student teachers should complete a predeparture orientation program which emphasizes discovery of:

- * Who am I?
- * Where do I come From?
- * Where Am I Going?
- * What For?
- * What am I willing to consider attempting?

These questions touch on five important areas: (1) personal awareness, cultural background and its influence on attitudes and behaviors; (2) the host country and its cultural imperatives and expectations; (3) purposes in going to the host country; (4) definition of goals and educational aims; and (5) the issue of willingness to make the effort to meet the objectives, enter the country with sensitivity and participate on terms acceptable to the hosts and the setting of standards of performance and behavior.

REFERENCE NOTES

- (1) A Global Perspective For Teacher Education. Brochure published by the International Council On Education for Teaching and The American Association of Colleges For Teacher Education. Washington, D.C., 1983.
- (2) Ibid., pg. 4.
- (3) Naisbitt, John. Megatrends. Warner Books, New York, N.Y., 1984. Pgs. 277-278.
- (4) Quoted in Dickerscheid, J. "Think Globally." Journal of Phi Upsilon Omicron, LXV, (Fall, 1984), pg. 12.
- (5) A Global Perspective For Teacher Education. op. cit. pgs. 2-4.
- (6) Masoner, Paul H. and David J. "Guidelines For The Redesign Of Teacher Education," The Redesign Of Teacher Education For The Twenty First Century, ed. Joost Yff, Washington, D.C., International Council On Education for Teaching, 1983, pg. 125.
- (7) A Global Perspective For Teacher Education. Op. cit., pgs. 3-4.
- (8) Feiman-Nemser, S. and Buchmann, M. Pitfalls Of Experience In Teacher Education. Occasional Paper No. 65, East Lansing, Michigan: Institute For Research On Teaching, Michigan State University, 1983.

Feiman-Nemser, S. Learning To Teach. Occasional Paper No. 64, East Lansing, Michigan: Institute For Research On Teaching, Michigan State University, 1983.
- (9) Minutes of the Association of Teacher Educators Executive Board meeting, October 22, 1980, held at Michigan State University, East Lansing, MI. Copy of the entire resolution is available from A.T.E., Robert Stevenson, Executive Director, Suite A., 1900 Association Drive, Reston, Virginia, 22091.
- (10) West, B., et. al., A Directory Of Overseas Student Teaching Programs. East Lansing, Michigan: A.T.E. Council for Intercultural Teacher Education, 1980, pp. 81.
- (11) In 1980, Goshen College made national news by negotiating the first undergraduate educational exchange program with the People's Republic of China. Since the program began in 1968, an average of 245 have completed the Study-Service Trimester EACH YEAR. As of January, 1985, more than 3,600 students have been in host countries such as Belize, Costa Rica, El Salvador, Guadeloupe, Haiti, Honduras, Jamaica, China, Germany, Korea and Poland.
- (12) Based on a content analysis of the published materials of programs noted in Appendix II. A.T.E. Council For Intercultural Teacher Education, c/o Dr. Brad West, Chair, Youngstown State University, Youngstown, Ohio 44555.

REFERENCE NOTES, Continued

- (13) Foust, C. Internationalizing Teacher Education and Teacher Educators. Paper delivered at the 1984 American Association of Colleges For Teacher Education annual meeting in San Antonio, Texas, February, 1984.
- (14) Morris, J.E. "Priority Concerns of Directors of Programs Of Professional Laboratory Experiences." Teacher Educator, XV: No. 4, (Spring, 1980) pp. 32-36.
- (15) West, B. Priority Concerns Of Ohio Directors/Coordinators Of Programs Of Professional Laboratory Experiences, Ohio Field Directors Forum, Columbus, Ohio: Spring, 1983.
- (16) West, B. Creating An Interinstitutional Consortium For International Student Teaching. A.T.E. Council for Intercultural Teacher Education, (East Lansing, Michigan) Michigan State University, 1982.
- (17) West, B. "International Student Teaching," Newsletter of the National Association For Foreign Student Affairs, Vol. 33, No. 4. (February, 1982), Washington, D.C., pg. 1.
- (18) West, B. A Prospectus For Training Michigan State University Student Teachers Going Abroad. (By the author: East Lansing, Michigan) 1980, pp. 16.